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ABSTRACT

The initial year (1978) of the five year program, the Chama Valley Independent School District (CVISD)/University of New Mexico (UNM) Teacher Corps Project, involved an intensive collaborative effort to define and delineate specific project requirements and objectives of the remaining 4 years of the project's duration. The major tool for this definitive effort was a collaborative needs assessment surveying participants from all levels of the project as data sources. The outcome of this effort was the prime factor in determining the scope, direction, and focus of future project activities in the areas of development of programs, continuing education programs, and educational support systems for the CVISD. Eight indices of the educational climate in the CVISD were focused upon: (1) instructional resources; (2) instructional quality; (3) curriculum emphasis; (4) teacher-parent-child communication; (5) community involvement; (6) individual differences of pupils; (7) community/school communication; and (8) classroom discipline. Descriptions are presented of the needs assessment and planning activities involved in obtaining data from the local education agency and the UNM staff. A description is given of the processes of compiling and reviewing sample questionnaires, formulating the CVISD needs assessment task force, developing workshops for volunteers in the project, finalizing the needs assessment plans, and collecting and analyzing resulting data. All of the forms used in conducting this needs assessment activity are attached. (JD)

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ED218275

IMPROVING SCHOOL CLIMATE THROUGH SCHOOL/COMMUNITY INTERACTION:
Needs Assessment Through Community Participation

BY: RICARDO BARROS

U.S. DEPARTMENT OF EDUCATION
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TEACHER CORPS DEVELOPMENTAL TRAINING ACTIVITIES

SP 020 450

IMPROVING SCHOOL CLIMATE THROUGH SCHOOL/COMMUNITY INTERACTION: NEEDS ASSESSMENT THROUGH COMMUNITY PARTICIPATION

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PROJECT

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Project Director: Floyd T. Waterman, Ed.D.

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AN IMPROVED SCHOOL CLIMATE

ABSTRACT

The initial year of the five year Program '78 project at the Chama Valley Independent School District/University of New Mexico (CVISD/UNM) involved an intensive IHE/LEA/Community effort to define and delineate specific project requirements for the remainder of the project's duration. The major strategy for this objective involved a collaborative effort using all levels of project participants as data sources. The outcome of this collaborative needs assessment process was the major factor in determining the scope, direction and focus of future project activities aimed at improving the school climate in the Chama Valley Schools.

In developing a comprehensive needs assessment strategy for the CVISD/UNM Teacher Corps program, a decision was made to consider the total range of needs the project might possibly meet, given ideal situations. This comprehensive approach was used even though funding constraints would necessitate a prioritization of needs for actual service delivery. Such an approach not only defined the instructional requirements of the Teacher Corps program, but also yielded data allowing the integration of Teacher Corps and

other federal resources into the total instructional/training effort of the school district. This comprehensive needs assessment strategy served multiple functions and revolved around the following objectives:

1. to ensure that the process would be a collaborative IHE/LEA/Community activity;
2. to integrate Teacher Corps into the total (permanent) CVISD program;
3. to define the instructional requirements of the Teacher Corps program;
4. to generate a needs assessment model and a plan of action based on the model; and
5. to yield a definition of school climate consistent with project and school district objectives.

Various needs assessment instruments and consensus building techniques were employed to mobilize and energize school/community interaction and yield a workable definition of school climate.

As a result of this collaborative interaction, the CVISD/UNM Teacher Corps project derived eight indices of school climate as follows:

1. Instructional Resources
2. Instructional Quality
3. Curriculum Emphasis
4. Teacher-Parent-Child Communication
5. Community Involvement
6. Individual Differences of Pupils
7. Community/School Communication
8. Classroom Discipline

Each of these categories of school climate was divided into subcategories. For example, instructional resources,

instructional quality, curriculum emphasis, and community involvement, could all be examined in terms of the provision for providing education that is multicultural and enabling personnel to provide individualized instruction. An increase in personnel competency in any or all of the categories can thus be interpreted as an improvement in that particular school climate category.

The evaluation of the school climate outcomes is derived from changes in at least the eight identified categories. The evaluation is viewed in terms of demonstrated, increased competence of educational personnel and an examination of the characteristics of the schools in which these personnel function. In this sense, all project activities relate to improved educational capability for IHE and LEA through activities directed at the various indices of school climate, but commence with becoming cognizant of the power inherent in mobilizing community and school interaction to accomplish a major educational objective of improving school morale and productivity.

INTRODUCTION

The initial year of the five year Program '78 Teacher Corps Project at the Chama Valley Independent School District(CVISD)/University of New Mexico(UNM) involved an intensive LEA-IHE effort to define and to delineate specific project requirements for the remaining four years of the project's life. The major tool for this definitive effort has been a collaborative IHE-LEA needs assessment using all levels of project participants as data sources. The outcome of this collaborative needs assessment process was the major factor in determining the scope, direction, and focus of future project activities in the areas of:

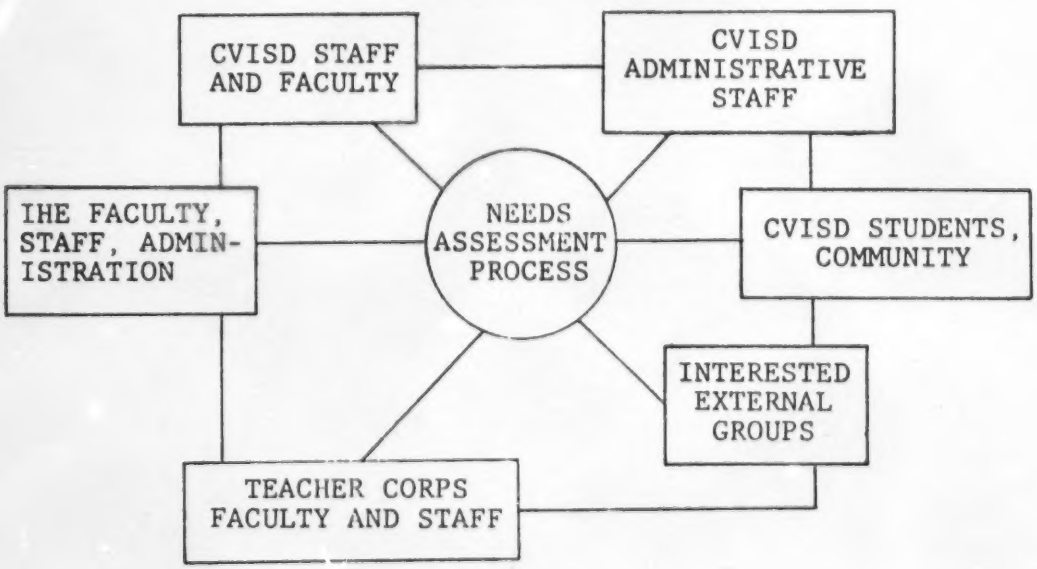
1. development of the teacher-intern training program (Preservice Component);
2. development of educational personnel training programs, i.e., workshops, degree-oriented coursework, etc. (Inservice Component);
3. development of continuing education programs (Community Education Component); and
4. development of educational support systems for the CVISD (Teacher Aide-Parent Volunteer Component).

In developing a comprehensive needs assessment strategy for the CVISD/UNM Teacher Corps Program, a decision was made to consider the total range of needs that the program might possibly meet, given ideal situations. This comprehensive

approach was used even though the Teacher Corps staff realized that funding constraints would, in all liklihood, necessitate a prioritization of needs for actual service delivery. Both project staff and CVISD administration felt that such an approach would not only define the instructional requirements of the Teacher Corps Program but would also yield data allowing the integration of Teacher Corps and other funded projects, e.g., Title I and Title VII, into the total instructional/training effort of the entire district. In other words, a comprehensive needs assessment could serve multiple functions.

The following diagram shows the project participants and/or data sources involved in the needs assessment process.

NEEDS ASSESSMENT DATA SOURCES



The above figure proved not only to be comprehensive, but also assisted in generating a working model and a plan of action based upon that model.

This document details the activities involved in identifying needs and planning to meet those needs through a comprehensive preservice/inservice training program. Although the collaborative process has been a major strength of both IHE and LEA project participants at all levels, this document will specify needs assessment and planning activities separately as follows*:

1. LEA Educational Personnel Needs Assessment.
2. Community Survey/Needs Assessment.
3. IHE Faculty/Staff Needs Assessment.

The report, will however, concentrate on the community survey/needs assessment process.

LEA EDUCATIONAL PERSONNEL NEEDS ASSESSMENT: THE DEVELOPMENT OF A STAFF IN-SERVICE PROFILE

In order to implement a training program aimed at actual district needs, the development of a Staff Inservice Profile became a necessity. This profile was developed in an attempt to determine existing conditions within the LEA, to further the collaborative relationship with LEA faculty and staff, and to define project training efforts with

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* Needs assessment instrumentation can be seen in the attachments following this narrative.

regards to specific teacher training needs, educational support systems, overall district needs, degree and certification needs and finally, community needs. Various activities were employed as a means of developing this profile. This section will provide a brief description of these activities

1. Site Visitations, Observations, Orientation Activities. Upon the commencement of project activities, both the IHE and LEA staffs spent two days at an inservice retreat at the project sites. The retreats were designed for project staff to become acquainted with the geographical, socio-cultural, political and educational aspects of the respective target sites.

2. Initial Needs Assessment Questionnaire. A questionnaire designed for use by all LEA faculty was administered. (Attachment A)

3. Individual Teacher/Administrator/Paraprofessional Interviews and Transcript Analysis. Subsequently, IHE staff interviewed all certified staff, administrators, and paraprofessionals at the LEA using a structured Interview Form (Attachment B) to obtain, by individual, specific inservice needs and to begin an advisement process.

4. Structured Staff Meetings. Teacher Corps staff members met on a regular basis with individual school staffs: 1) to answer specific questions CVISD personnel may have about the project; 2) to discuss and keep abreast of current needs assessment data; and 3) to insure the involvement of LEA staff through the development of voluntary staff development task forces/committees at the prospective schools.

5. Formation of Teacher Corps Staff Development Committees. To provide input in future needs assessment, planning, and implementation activities, staff development committees were organized in each of the prospective schools.

To coordinate inservice needs with IHE-delivered classes and workshops, one of the ongoing activities for years two-five is a continuous dialogue and enroute (formative) evaluation of pre/inservice training. An additional activity is an adaptation of course content to include specific needs of the LEA.

IHE FACULTY/STAFF NEEDS ASSESSMENT

The needs assessment conducted within the IHE had as its goal the definition of all components required to deliver rural, field-based pre/inservice and community education programs in the Chama area as dictated by the LEA/Community needs assessment data. Objectives defined to attain the above stated goal were:

1. to define a pool of appropriate College of Education faculty interested in being involved in the rural, field-based program;
2. to define a list of courses deemed appropriate by faculty for translation into a more cost effective mode of delivery;
3. to determine faculty interested in developing specific courses using alternative modes of delivery;
4. to define perceived staff training needs; and
5. to determine faculty interest in the establishment of a College of Education Committee to discuss issues related to, and monitor the development of rural inservice programs.

The purpose, scope, and programmatic goals of the Teacher Corps '78 Project were foreign to most IHE members. Thus, the process of achieving the objectives required a considerable amount of interaction with IHE administration, faculty within the College of Education, and faculty and staff within other units. This interaction took place through: 1) presentations and participation in department meetings; 2) personal interviews with administration and faculty; and 3) administration of faculty questionnaires. Each of these activities is described below.

1. Presentations and Participation in Department Meetings. The Teacher Corps director contacted the chairpersons of the various departments within the College of Education and briefed them on the focus of Project '78. Consequently, the Teacher Corps staff was invited to conduct a formal orientation for departmental faculty. Departments involved included: a) the Department of Elementary Education; b) the Department of Secondary and Adult Teacher Education; c) the Department of Educational Foundations; d) the Department of Guidance and Counselling; and e) the Department of Special Education. Each of these departments indicated strong support for the Teacher Corps '78 Project and moved to participate when feasible. To maintain this high level of initial faculty support, the Teacher Corps staff has actively attended department meetings, thereby keeping the departments informed of Teacher Corps activities and projected needs.

2. Personal Interviews. Personal interviews were conducted with IHE administrators and selected faculty in an attempt to define the extent of IHE participation and to specify tasks involved in working through the logistics of delivering such an outreach program. Among the IHE members

participating in these "brainstorming" interviews were: a) the Dean, College of Education; b) Department Chairpersons, College of Education; c) interested Faculty, College of Education; d) the Dean, Continuing Education; and e) the Dean and Staff of the University of New Mexico Library. In addition, the Teacher Corps staff interacted closely with several of its sister institutions (e.g., New Mexico Highlands University and Northern New Mexico Community College) during this critical phase of the planning year.

3. Faculty Questionnaires. Two separate questionnaires were administered to faculty (Attachments C and D). The questionnaires were designed:

   a. to ascertain interest in participating in the Teacher Corps '78 Project;
   b. to determine areas of expertise of interested faculty;
   c. to ascertain faculty interest in developing an alternative course delivery system;
   d. to determine which specific content areas were considered suitable for translation into an alternative delivery mode;
   e. to define courses and specific delivery approaches which might be used;
   f. to ascertain faculty interest in staff training;
   g. to identify perceived staff training needs, and
   h. to identify those faculty interested in forming a College of Education Field-Based Committee.

DISTRICT-WIDE COMMUNITY SURVEY/ NEEDS ASSESSMENT

This section details the process used for developing the objectives for the community education program as well as substantiating the collaborative nature of this effort.

The strategy employed in the design of the entire LEA/IHE needs assessment has been previously discussed in terms of multiple use. The same conceptual framework was a governing factor in the design of the Community Survey/Needs Assessment instrument, even though the specific items for inclusion were largely determined as a collaborative effort between all groups involved. To illustrate, certain broad categories were included as parameters for the development of an instrument that would yield specific types of information. Not only did the LEA/IHE staff have as its objective the definition of community education requirements, but also held as an equally critical objective an operational indication of "School Climate." Therefore, categories of items aimed at determining such categories as school-community relations, classroom discipline, quality of instruction, teacher-parent-child relations, to name just a few, were included. Additionally, it was decided that all school personnel, even though they were participating in other facets of the needs assessment, would be surveyed.

The Process

Initial discussions with IHE and LEA Teacher Corps staff regarding the district-wide community survey resulted in the development of a Community Survey Overview (Attachment E). The overview consisted of an outline of tasks which needed to be accomplished in order to complete the

needs assessment. In addition, analysis of the overview enabled the development of a comprehensive plan for the district-wide community survey. This plan is presented in tabulated form, which documents the management process employed to reach the stated objectives (Attachment F).

A detailed explanation and delineation of the various tasks accomplished, the participants, and the outcomes associated with the completion of the district wide community survey comprise the remainder of this section.

Compiling and Reviewing Sample Questionnaires

A major activity associated with the definition of a Community Education component has been the establishment of communication with various educational resource centers associated with the concept of Community Education. The Center for Community Education Development at New Mexico State University, for example, provided a great deal of assistance in providing direction in the survey effort. The communication established with this center has also provided an outlet for project dissemination efforts, as well as providing technical assistance in community council training activities.

The Western Recruitment, Community, and Technical Resource Center (RCTR) based at the University of Southern California, has also provided technical assistance in the assessment process as well as in helping to establish

communication with the California Center for Community Education, San Jose, California.

The Division of Continuing Education, University of New Mexico, and the Northern New Mexico Community College, with several branches in northern New Mexico, provided assistance not only in the needs assessment process, but in the general area of outlining a plan for course delivery. The Northern New Mexico Community College will be a full partner in the implementation of the Community Education component.

Other sources of information were the University of Texas at El Paso Teacher Corps Project and the Division of Adult Education, New Mexico State Department of Education.

Contacts with the aforementioned sources provided the basis for the initial construction and revision of the sample questionnaire. These sample questionnaires were reviewed by a preliminary group that would eventually expand to become the district-wide Needs Assessment Task Force. The role groups involved in this preliminary task force were:

Community Coordinator
Title VII Resource Teacher
Community Council Chairperson
School Counselor
Community Council Member
Assistant Superintendent
Superintendent
Principal, High School
Secretary, Teacher Corps
Secretary, Title I
Teacher Corps Site Coordinator
Teacher Corps IHE Staff

This task force had the major responsibility for reading the compiled source material, analyzing each questionnaire with respect to project goals, and eventually developing the final instrument to be used in the survey.

Formulating CVISD Needs Assessment Task Force

A needs assessment task force was formed in an attempt to accomplish the two primary objectives of: 1) allowing for collaboration among all levels of project participants; and 2) establishing a sense of "ownership" among project participants with regard to the entire needs assessment process.

The role groups involved in this CVISD Needs Assessment Task Force are listed below.

Community Coordinator
Title VII Resource Teachers
Community Council Chairperson
School Counselor
High School Teachers
Mid High Teachers
Community Council Members
Volunteers
Superintendent
Assistant Superintendent
Principal, High School
Teacher Corps Secretary
Title I Secretary
Title I Reading Teachers
Paraprofessional Staff Members

The composition of the needs assessment task force ensured community and district-wide input in developing the operational plans for the community survey of continuing/ community education and school district needs. This included

the specification of data sources, categories of information needed, plan for data collection, and the assignment of staff responsibilities for the completion of the project.

By December 21, 1978, the needs assessment task force had become operational and had completed the following tasks:

1. Sample instruments had been responded to.
2. Areas to be stressed in developing the questionnaire were identified.
3. A survey instrument had been drafted for pilot-testing.
4. A training session was planned for council members and volunteers identified for participation in the needs assessment survey.
5. A plan for the completion of the community survey was finalized.
6. A sample instrument to be used in the survey was completed. (Attachment F)

Developing Workshops for Volunteers

As part of the community survey process, training was conducted for volunteers and task force members to insure more meaningful participation in the survey process. The training was concerned with the following areas:

1. Orientation of Needs Assessment: Methods and Techniques.
2. Definition of goals and objectives related to Teacher Corps Project.
3. Interview Methods and Techniques.
4. Organization of staff, Community Council and identified volunteers in specific needs assessment tasks:

a. publicity
b. sampling procedures
c. method of administering instrument

5. Presentation, finalizing and pilot testing of model questionnaire.

Finalizing Needs Assessment Plan

With the assistance and input from the needs assessment task forces a finalized needs assessment plan was presented to the Community Council, Policy Board and entire staff on January 12, 1979. This plan included the administration of the survey instrument, which was accomplished on January 22-26, 1979. One difficulty encountered in this process was the particularly harsh weather, which restricted the collection of data in many district areas.

Collecting and Analyzing Data

Two hundred parents, 60 nonparents, and all school personnel, i.e., administrators, teachers, aides and support personnel, comprised the sample. The parents were selected randomly using a fixed percentage from each of the four feeder schools as an upper limit. Total sample size equalled 318.

The 60 nonparents were interviewed by the Community Council, as each council member was made responsible for completing five interviews.

Data collection and analysis was completed, and using the Statistical Package for the Social Sciences, a guide

for computer programming, the data resulting from the needs assessment process was collated and analyzed. A comprehensive report of the findings is available upon request.

Summary of Community Survey/ Needs Assessment

Table 1 presents a summary of general area categories of interest as reflected in the needs assessment. Although not reflected in Table 1, the survey responses fell logically into the three categories of Self-Improvement Interests, Recreation/Special Interests, and School-Related Interests. However, the rank order data presented in Table 1 represents a ranking of the general areas as opposed to ranking of importance within the three categories. Table 1 also reflects those broad categories of interests to be addressed by the Teacher Corps Project, as well as those to be addressed by Title I and by the community at large. The remaining categories include areas that may be addressed by Northern New Mexico Community College.

Closer analysis of the data within sub-categories of items indicated that 54.3% of the sample population felt that the Chama Schools rated 'poor' in "Providing alternative programs such as summer school, evening classes, etc." Thirty-one percent of the sample population rated the schools 'poor' in "making school facilities available for community functions." Poor communication between the school

TABLE 1

Identified Community Needs

	Percentage	Rank
Recreation/Special Interest	59.0%	1
Land Management	43.3%	2
Office Occupations	36.3%	3
Auto Mechanics	35.0%	4
Nursing Assistant	34.7%	5
Electronics	34.3%	6
Welding	33.7%	7
Consumer Economics	33.3%	8
Operation of a Small Business	32.7%	9
Plumbing	32.0%	10
Carpentry	29.7%	11
Health Education	28.7%	12
Early Childhood Education	28.7%	13
Accounting	28.0%	14
Electrical Wiring	27.7%	15
College Credit towards A.A.	27.3%	16
Social Work/Services	27.0%	17
Homemaking	26.0%	18
High School Completion	24.7%	19
Auto Body Repair	23.0%	20
Animal Husbandry	22.7%	21
Dental Assistant	22.7%	22
College Credit above A.A.	21.0%	23
Public Relations	21.0%	24
Electrical Appliance/Refrigeration	20.0%	25
Cosmetology	16.7%	26
Meat Cutting	15.7%	27
Drafting	15.3%	28
Masonry	14.0%	29
Roofing	12.7%	30
Diesel Mechanics	11.0%	31
Retail Sales Management	5.0%	32

board and community was considered 'very much' a problem by 32% of the sample, and 34.6% felt that communication between administration and community was 'very much' a problem. In comparison, 20.7% of the sample considered staff and community communication to be a problem. This suggests that using the schools for continuing education activities as well as a training laboratory for community volunteers who wish to serve school support roles, would greatly increase the LEA/Community communication.

When considering all available data from LEA/Community needs within the budgetary constraints of the project, it became clear that parameters had to be established as to those responsibilities the Teacher Corps '78 Project would and would not be able to assume. Thus, the project activities in each of the three categories of needs are defined below:

1. Self-Improvement Activities: These activities include High School, A.A. and B.A. degree oriented course work and vocationally related instruction. The project's role in the delivery of this training is limited to:

   a. the provision of three units per semester in school support functions;
   b. working as liaison with Northern New Mexico Community College for the delivery of on-site continuing education courses;
   c. definition and delivery of GED/ABE training programs; and
   d. working as liaison with UNM's field-site B.A. program in nearby Dulce, New Mexico.

2. Recreation/Special Interest: Activities such as welding, weaving, sewing, pottery, arts and crafts, etc. are included here. The importance of these activities lies in their appeal as a "drawing card" for LEA/Community Involvement. The Project's role in the provision of this instruction will be limited to clarifying the data results to the Community Council and subsequently assisting them in recruiting instructors and in organizing the activities.*

3. School-Related Interests: This category includes training activities designed to prepare community volunteers to fulfill instructional support roles in the school setting. Activities include:

   a. selected one-day workshops;
   b. the tutorial program; and
   c. the parent testing program.

In conclusion, the needs identified and data which surfaced during the needs assessment activity served to define the requirements for continuing project activity. The collaborative nature of the consensus-building activity, however, served as a means of furthering the cooperative nature associated with the project.

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* More than 10% of the 318 community respondents indicated a willingness to provide free instruction in areas of their expertise.

ATTACHMENT A

INITIAL NEEDS ASSESSMENT
QUESTIONNAIRE

UNM/CHAMA VALLEY SCHOOLS TEACHER CORPS PROGRAM 78

INITIAL NEEDS ASSESSMENT QUESTIONNAIRE

NAME_____

ADDRESS_____ PHONE_____

PRESENT ASSIGNMENT_____ UNIT_____

(1) Please check one of the following.

a. Administrator _____

b. Elementary Teacher _____ Grade_____

c. Mid School Teacher _____ Grade_____ Subject_____

d. High School Teacher _____ Grade_____ Subject_____

e. Teacher Aide _____ Grade_____

f. Community Representative_____

(2) a. High School Diploma _____yes _____no

b. B.A./B.S. Degree _____yes _____no

Major Field of Study_____

Minor Field of Study_____

Certification_____

College or University from which you graduated _____

Number of hours completed past B.A./B.S. _____

c. M.A. Degree _____yes _____no

d. Are you currently enrolled in a Graduate Degree Program?

_____yes _____no

If yes, where?_____

(3) Are you interested in taking classes towards a M.A. degree?

_____yes _____no

If yes, in what field(s)? Listed below are departments at the University of New Mexico College of Education, check the one(s) of your interest:

_____ Art Education
_____ Educational Administration
_____ Educational Foundations
_____ Elementary Education
_____ Guidance
_____ Health, Physical Education & Recreation
_____ Home Economics
_____ Secondary and Adult Teacher Education
_____ Special Education
_____ Other, please specify:_____
_____

(4) Number of years teaching experience?_____

Number of years with Chama Schools? _____

(5) Will you be in need of advisment regarding your graduate program of studies? _____yes _____no

(6) One of the major aspects of the Teacher Corps Project is collaboration, with regards to planning and implementing the project. As such, your input is invaluable in providing direction for the project. We encourage and need involvement. Would you be willing to participate in an inservice planning committee for the Teacher Corps Project?

_____yes _____no

If yes, in what area? Listed below are some topics for your consideration. If interested, please check the one of your interest:

_____ Multicultural Education
_____ The Exceptional Child
_____ Diagnostic/Prescriptive Teaching
_____ Community Based Education
_____ Other, please specify:_____
_____

(7) As you look at your personal and professional growth, what kinds of inservice activities would be of value to you? (i.e., workshops, mini-courses, visitations, classes, institutes)

_____

_____

_____

_____

(8) What part would you like to play in making meaningful inservice programs a reality?

_____ Participate in learning activities.

_____ Assist in teaching.

_____ Assist in planning and organizing.

_____ Other, please specify: _____

_____

_____

_____

(9) Any other comments regarding future inservice activities.

_____

_____

_____

_____

_____

_____

13) What Types of Inservice Training Would be of Value

_____

_____

_____

_____

_____

_____

14) What Part Would You Like to Play In Making Meaningful Inservice Programs a Reality

_____Participate in learning activities

_____Assist in teaching

_____Assist in planning and organizing

_____Other:

_____

_____

_____

_____

15) General Comments

_____

_____

_____

_____

_____

_____

_____

_____

_____

ATTACHMENT B

STRUCTURED INTERVIEW FORM

UNM/CHAMA VALLEY SCHOOLS TEACHER CORPS PROJECT

Teacher Interview Form

NAME: _____

SCHOOL: _____

GRADE (S): _____ SUBJECT (S): _____

I. Transcript Analysis:

II. Graduate Degree Intentions/Future Plans:

III. Specific Inservice Needs:

IV. Competencies/Special Interests:

V. Willing to Attend Summer Sessions at UNM?

ATTACHMENT C

QUESTIONNAIRE FOR IHE

QUESTIONNAIRE FOR IHE

Circle one: Elementary Secondary

Name: _____

Degree: _____

Major: _____

Minor: _____

Specialty Area(s): _____

_____

1. Participation in delivery of courses in Chama?

2. Preferred teaching on-site? Specialty Area?

3. Preferred delivery system?

4. Are you willing to participate in symposiums, panel boards, conferences, series of meetings, or other communication approached in the area of rural education in a bilingual/bicultural setting?

5. Would you be willing to participate in a college wide committee on-site education?

ATTACHMENT D

COURSE DELIVERY SURVEY (IHE)

TEACHER CORPS '78
COURSE DELIVERY SURVEY

Department: _____

Status:
- ☐ Instructor
- ☐ Assistant Professor
- ☐ Associate Professor
- ☐ Full Professor
- ☐ Tenured

I. If I were given one course release time for one semester, I would/would not (circle one) be interested in translating one of my present course offerings into one of the alternative delivery modes below. (If answer is affirmative, please indicate modes you would consider):

1. Self-instruction minimal contact.
2. Team-teaching with qualified District personnel (faculty playing mentor role).
3. Video tape-worksheet combination.
4. Other: (specify) _____

_____

II. If answer to #I is affirmative, please indicate course offerings below.

_____

_____

_____

_____

III. If I were given one course release time for one semester, I would/would not (circle one) be interested in developing a new course offering using an alternative mode of delivery. If answer is affirmative, please indicate content areas you would like to develop.

_____

_____

_____

_____

ATTACHMENT E

COMMUNITY SURVEY OVERVIEW

COMMUNITY SURVEY OVERVIEW

1.	GATHER AND REVIEW SAMPLE QUESTIONNAIRES	
2.	COMPILE SAMPLE QUESTIONNAIRES	
3.	DEVELOP MODEL QUESTIONNAIRE, UTILIZING TASK FORCE INPUT AND TESTED INSTRUMENTS	December 21, 1978
4.	NEEDS ASSESSMENT TASK FORCE TRAINING	January 5, 1979
	A. ORIENTATION ON NEEDS ASSESSMENT PROCESS	
	B. PRESENT MODEL QUESTIONNAIRE	
	C. TRAIN VOLUNTEERS IN INTERVIEWING PROCESS AND TECHNIQUES	
	D. SET UP SURVEY ADMINISTERING PLAN	
5.	PRESENT NEEDS ASSESSMENT PLAN TO COMMUNITY COUNCIL	January 16-19, 1979
6.	ADMINISTER SURVEY QUESTIONNAIRE	January 22-26, 1979
7.	COLLECT/ANALYZE DATA	January 22-26, 1979 January 29 - February 2, 1979
8.	PRESENT FINDINGS	February 5-9, 1979
9.	FOLLOW-UP FOR PRIORITIZATION AND IMPLEMENTATION	February 5-9, 1979

ATTACHMENT F

DOCUMENTATION OF MANAGEMENT PLAN FOR
COMMUNITY SURVEY

CHAMA VALLEY SCHOOLS/UNIVERSITY OF NEW MEXICO
TEACHER CORPS PROJECT

OBJECTIVE/ACTIVITIES	PARTICIPANTS	OUTCOME	DATE
I. Compile and Review Sample Questionnaires A. Contact various Resource Centers B. Contact various Educational Projects C. Contact State, Local, National institutions concerned with Community Based Education D. Read and document source material compiled E. Analyze each Questionnaire with respect to project goals	I. Ricardo Barros Marcella Trujillo and appropriate Community Council input	I. Contacts established and communication generated with the following: A. Center for Community Education Development, NMSU B. Northern New Mexico Community College C. Continuing Education, University of New Mexico D. Western RCTR Center E. California Center for Community Education F. Adult Education - State Department	I. On-going - communication. Questionnaires reviewed by December 21, 1978
II. Formulate Chama Valley Schools Needs Assessment Task Force	II. LEA Staff, Teacher Corps Staff, appropriate volunteers	II. Needs Assessment Task Force Organized	II. December 21, 1979
III. Develop Model Questionnaire, Utilizing Task Force Input and Instruments A. Discuss analysis of sample questionnaires	III. A. Project Staff and Needs Assessment Task Force	III. A. Community input in developing operational plan for Community Survey of continuing/Community Education areas and LEA needs.	III. A. December 21, 1978. Needs Assessment Meeting to Finalize Education plan.

CHAMA VALLEY SCHOOLS/UNIVERSITY OF NEW MEXICO
TEACHER CORPS PROJECT

OBJECTIVE/ACTIVITIES	PARTICIPANTS	OUTCOME	DATE
III. Cont'd	III. Cont'd.	III. Cont'd.	III. Cont'd.
B. Develop general format for Community Survey process 1. Specify Data Sources 2. Specify categories of information needed 3. Develop plan for data collection 4. Assign staff responsibilities 5. Review plan for Needs Assessment	B. Project Staff and Needs Assessment Task Force 1-5 Project Staff and Needs Assessment Task Force		
C. Specify overall Project Goals	C. Project Staff and Task Force		
D. Specify overall Project Objectives	D. Project Staff and Task Force		
E. Meet with Community Council Needs Assessment Task Force: 1. Respond to sample Instruments 2. Areas identified by Task Force to be stressed in developing questionnaire	E. Teacher Corps Project Staff/and Needs Assessment Task Force		
3. Plan traning session for council members and volunteers identified for Needs Assessment Survey	3. Teacher Corps Project Staff	3. Training plan for Community Council members, specified volunteers, and LEA staff members.	
4. Draft preliminary survey instrument	4. Project Staff		
5. Finalize plan for Community Survey	5. Project Staff/ Task Force		5. Dec. 21, 1978 Jan. 5, 1979

CHAMA VALLEY SCHOOLS/UNIVERSITY OF NEW MEXICO
TEACHER CORPS PROJECT

OBJECTIVE/ACTIVITIES	PARTICIPANTS	OUTCOME	DATE
IV. Develop and organize Needs Assessment workshop for identified volunteers in Task Force	IV. Total Teacher Corps Staff and identified resources	IV. Workshop on Needs Assessment and presentation of finalized plan for District-Wide Needs Assessment	IV. January 12, 1979
A. Orientation on Needs Assessment methods and techniques B. Definition of goals and objectives related to project			
C. Organize staff, Community Council and identified volunteers in assigning specific Needs Assessment tasks: 1. Publicity 2. Selecting Sample 3. Method of administering instrument	C. Project Staff	C. Finalized plan for District-Wide Needs Assessment	C. January 12, 1979
D. Present and finalize model Questionnaire/Instrument to be used in survey	D. Needs Assessment Task Force, Teacher Corps Staff	D. Survey Instrument	D. January 12, 1979
E. Train volunteers in interviewing methods/techniques	E. Needs Assessment Task Force, Teacher Corps Staff		E. January 12, 1979
V. Finalize Needs Assessment Plan	V. Teacher Corps Staff	V. Finalized operational plan for District-Wide Needs Assessment	V. January 12, 1979
A. Present plan to Community Council, Policy Board and entire staff	A. Appropriate Staff		A. January 16-19, 1979
VI. Administer survey instrument	VI. Total Staff and Volunteers		VI. January 22-26, 1979
A. Oversee, provide technical assistance in administering survey	A. Teacher Corps Staff and Identified Resources		

CHAMA VALLEY SCHOOLS/UNIVERSITY OF NEW MEXICO
TEACHER CORPS PROJECT

OBJECTIVE/ACTIVITIES	PARTICIPANTS	OUTCOME	DATE
VII. Collect and analyze data A. Collect and review questionnaires B. Tabulate responses	VII. Project Staff A. Project Staff and Identified Volunteers B. Project Staff and Identified Volunteers	VII. Data Summary	VII. January 22-26, 1979 Jan. 29 - Feb. 2 A. January 22-26, 1979 B. January 29 - Feburary 2, 1979
VIII. Present findings to appropriate personnel and agencies A. Prepare oral and written report of findings B. Community Council C. Policy Board D. Teacher Corps	VIII. Project Staff A. Project Staff B. Project Staff C. Project Staff D. Project Staff		VIII. February 5-9, 1979
XI. Follow-up for prioritization and implementation A. Follow-up meeting(s) with appropriate personnel and agencies for: 1. Prioritization 2. Recommendations for development of plans for program implementation. 3. Plan for delivery of Continuing and Community Education programs.	XI. Project Staff	IX. Plan for delivery of Continuing and Community Education Programs	IX. February 5-9, 1979

ATTACHMENT G

SURVEY INSTRUMENT FOR
COMMUNITY SURVEY

CHAMA VALLEY INDEPENDENT SCHOOL DISTRICT

DISTRICT WIDE NEEDS ASSESSMENT

YOUR NAME HAS BEEN RANDOMLY SELECTED AS PART OF AN INQUIRY INTO THE NEEDS OF THE CHAMA VALLEY SCHOOLS. YOUR TIME AND THOUGHT IN COMPLETING THE FOLLOWING OPINIONNAIRE IS GREATLY APPRECIATED.

Directions: Please answer the following questions by checking the correct blank.

1. What is your relationship with the Chama Schools?

___ (1) Parent with children
___ (2) Student
___ (3) Staff Member
___ (4) Community member, no children in school.

2. Which school are you associated with?

___(A) Canjilon
Tierra Amarilla Elementary
Tierra Amarilla Mid School
___(B) Chama Elementary
Chama Mid School
___(C) Escalante High School

3. How long have you lived in the Chama Valley?

___0-1 yrs ___2-5 yrs ___6-10 yrs ___11 or more

4. Do you live here year round? ___yes ___no

5. Do you own or rent your home? ___Own ___Rent

6. What is your approximate level of income?

___$5,000 and under ___$5,000-$10,000 ___$10,000-$15,000
___Over $15,000

7. What is your occupation?

___Professional, Managerial, Administrative
___Clerical
___Tradesman (Carpenter, Electrician)
___Laborer (Unskilled
___Unemployed
___Housewife
___Retired
___Rancher/Farmer
___Other_____

8. Please indicate the number of children living in your household in the following age groups by circling the appropriate number:

Age Group	Number of Children
A. 3 or under	0 1 2 3 4 +
B. 4 years old	0 1 2 3 4 +
C. 5 to 12 years old	0 1 2 3 4 +
D. 13 to 15 years old	0 1 2 3 4 +
E. 16 to 18 years old	0 1 2 3 4 +

9. Please circle the number of adults living in your household according to age group:

Age Group	Circle Number
A. 19-25	0 1 2 3 4 +
B. 26-35	0 1 2 3 4 +
C. 36-45	0 1 2 3 4 +
D. 46-55	0 1 2 3 4 +
E. 56-60	0 1 2 3 4 +
F. 60-over	0 1 2 3 4 +

10. Please circle the number of children living in your household between the ages of 14 and 17 and not attending school. 0 1 2 3 4

11. Highest level of education? Circle one.

Husband/Father	0	1	2	3	4	5	6	7	8	9	10	11	12	College	1	2	3	4	+
Wife/Mother	0	1	2	3	4	5	6	7	8	9	10	11	12	College	1	2	3	4	+
Adult Being Interviewed	0	1	2	3	4	5	6	7	8	9	10	11	12	College	1	2	3	4	+

12. Below are listed problems that may exist in the school community setting. Please indicate if the problem concerns you by marking (1) not at all, (2) some, (3) very much, or (4) do not know.

	not at all	some	very much	do not know
A. Poor discipline.				
B. Poor communication between school and community.				
1. Between Staff/Community				
2. Between Administration/ Community				
3. Between School Board/ Community				
C. Students dropping out of school.				
D. Poor student-teacher relationships.				
1. Too friendly, no respect				
2. Unfriendly, no communication				
E. Drug and alcohol abuse.				
F. Lack of Elementary Counselors full-time.				
G. Lack of full-time Elementary Physical Education teacher.				
H. Lack of full-time Art teacher.				
I. Lack of full-time librarians.				
J. Learning to cope with the changing demands of society.				
K. Pupil-teacher ratio.				

13. We are in the process of determining the kind of activities and educational programs our community needs and wants. Which of the following types of courses would you or a member of your family choose to participate in if they were available?

A. Adult Basic Education

1)___ High School Completion
2)___ Consumer Economics
3)___ Health Education
4)___ Homemaking

B. Agriculture

1)___ Land Management
2)___ Animal Husbandry

C. Business Occupations

1)___ Accounting
2)___ Retail Sales Management
3)___ Operation of a Small Business
4)___ Public Relations
5)___ Office Occupations (Secretarial, Clerk Typist)

D. Health Occupations

1)___ Nursing Assistant
2)___ Dental Assistant

E. Technology Occupations

1)___ Drafting
2)___ Electronics

F. Trades and Industrial Occupations

1)___ Auto Body Repair
2)___ Auto Mechanics
3)___ Diesel Mechanics
4)___ Carpentry
5)___ Cosmetology
6)___ Electrical Appliance, Refrigeration
7)___ Electrical Wiring
8)___ Masonry
9)___ Meatcutting
10)___ Plumbing
11)___ Roofing
12)___ Welding

G. General Education

1)___ Early Childhood Education
2)___ Teacher Aide Training
3)___ Social Work/Services
4)___ College Credit Classes towards A.A.
5)___ College Credit Classes above A.A.

H. Recreation/Special Interest (List any interests you may have. For example: weaving)

1)_____
2)_____
3)_____
4)_____

14. If you are interested in taking classes, what time of day would be the most convenient for you or another family member to take a class?

___ Morning ___ Afternoon ___ Evening

15. Which day or days would be best?

___Monday ___Tuesday ___Wednesday ___Thursday
___Friday ___Saturday

16. Would you or anyone you know be interested in:

A. _____ Teaching on a paid basis, or

B. _____ Volunteering with the Chama Valley Schools Community Education Program

Name_____

Address_____

Phone_____

Interest/area_____

17. How do you find out what's going on in the school community?

___1. Church
___2. School Notices
___3. Posters
___4. Newspapers
___5. Friends/Neighbors
___6. School Personnel
___7. Your Children

18. What health and social services do you use?

___1. Social Security
___2. Veterans Benefits
___3. Food Stamps
___4. WIC (Women Infant Care)
___5. Unemployment Benefits
___6. Aid to Dependent Children
___7. Extension services

19. What health and social services do you need?

1._____

2._____

3._____

20. Do you or any member of your family have any of the following handicaps?

___1. Visually impaired
___2. Hearing impaired
___3. Mentally handicapped
___4. Physically handicapped
___5. Emotionally handicapped

21. Ethnic/Racial information?

___Anglo
___Native American
___Hispanic
___Black
___Other

22. Person filling out the questionnaire:

_____Male _____Female

PLEASE ANSWER THIS QUESTION IN REGARD TO THE FOLLOWING ITEMS. CIRCLE THE NUMBER OF YOUR ANSWER CHOICE ON THE LEFT SIDE.

IN GENERAL, HOW EFFECTIVE ARE THE FOLLOWING AT YOUR MID HIGH AND HIGH SCHOOL?

	Excellent	Good	Average	Poor	No Opinion	
1.	1	2	3	4	0	Spanish
2.	1	2	3	4	0	English
3.	1	2	3	4	0	Algebra
4.	1	2	3	4	0	Business Education
5.	1	2	3	4	0	American History
6.	1	2	3	4	0	Industrial Arts
7.	1	2	3	4	0	Vocational Agriculture
8.	1	2	3	4	0	Science
9.	1	2	3	4	0	Home Economics
10.	1	2	3	4	0	Physical Education
11.	1	2	3	4	0	Driver Education
12.	1	2	3	4	0	Music
13.	1	2	3	4	0	Southwest History
14.	1	2	3	4	0	Auto Mechanics
15.	1	2	3	4	0	Consumer Math
16.	1	2	3	4	0	Architectural Drawing
17.	1	2	3	4	0	Electronics
18.	1	2	3	4	0	Sociology
19.	1	2	3	4	0	American Government
20.	1	2	3	4	0	Civics
21.	1	2	3	4	0	Consumer Education
22.	1	2	3	4	0	Reading
23.	1	2	3	4	0	Sports
24.	1	2	3	4	0	Art
25.	1	2	3	4	0	Health Education
26.	1	2	3	4	0	Mathematics
27.	1	2	3	4	0	Social Studies
28.	1	2	3	4	0	Involving parents in planning and understanding the total school program
29.	1	2	3	4	0	Making school facilities available for community functions
30.	1	2	3	4	0	Providing alternative programs such as summer school, evening school, etc.
31.	1	2	3	4	0	Special Education

Do you have any specific suggestions for improving your schools?

Section 1.

Please answer this question in regard to the following items. Circle the number of your answer choice on the left side.

IN GENERAL, HOW MUCH SHOULD THE FOLLOWING CURRICULUM AND SERVICE AREAS AT YOUR SCHOOL BE STRESSED?

	Very Much	Much	Some	Very Little	No opinion	
1.	1	2	3	4	0	Requiring parents to be involved in bilingual education classes and activities.
2.	1	2	3	4	0	Stressing bilingual instruction in math, language arts, science and social studies.
3.	1	2	3	4	0	Including bilingual materials in the schools' libraries.
4.	1	2	3	4	0	Developing bilingual teaching materials which include the culture of the local area.
5.	1	2	3	4	0	Providing a variety of bilingual instructional materials, both commercial and teacher made.
6.	1	2	3	4	0	Providing bicultural studies at all grade levels.
7.	1	2	3	4	0	Developing a bilingual screening process for special education students.
8.	1	2	3	4	0	Teaching parents to write in English and Spanish.
9.	1	2	3	4	0	Teaching parents to speak in English and Spanish.
10.	1	2	3	4	0	Encouraging the use of local bilingual resource people to enhance bilingual instruction, including bilingual materials in the Mid High and High School.
11.	1	2	3	4	0	Hiring qualified teachers in the area of bilingual education.
12.	1	2	3	4	0	Hiring qualified teachers who have commitment to stay in the area.
13.	1	2	3	4	0	Encouraging more parental involvement at the Mid High and High School level.
14.	1	2	3	4	0	Demonstrating student's bilingual abilities to community members and parents by presenting bilingual student plays, dancing, readings, and musical performances.
15.	1	2	3	4	0	Providing information on federal programs to parents and community members.
16.	1	2	3	4	0	Involving parents and community members in bilingual workshops and teaching activities. (ex. presenting stories, filmstrips, etc.)
17.	1	2	3	4	0	Providing bilingual education at all grade levels.
18.	1	2	3	4	0	Involving community members and parents as resource people in the classroom.
19.	1	2	3	4	0	Providing courses that will help their children with school work. (Example: Metrics, Reading, Math)